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**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

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Name of Principal Mrs. Jean S. Trohanis

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Thrasher Elementary

(As it should appear in the official records)

School Mailing Address 1301 James Blvd.

(If address is P.O. Box, also include street address)

Signal MountainTN37377-2627

City

State

Zip Code+4 (9 digits total)

Tel. (423) 886-0882Fax (423) 886-0888Website/URL <http://www.hcschools.org/thrasher/>E-mail [trohanis\\_j@hcde.org](mailto:trohanis_j@hcde.org)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Jesse B. Register

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hamilton County Department of Education Tel. (423) 209-8603

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mr. Chip Baker

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
 

46	Elementary schools
15	Middle schools
0	Junior high schools
14	High schools
5	Other (Special schools including magnet with configurations of k-8, 6-12, k-12)
80	TOTAL
  
2. District Per Pupil Expenditure:     \$ 7,034      
 Average State Per Pupil Expenditure:     \$ 6,346

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:
  - ☐ Urban or large central city
  - ☐ Suburban school with characteristics typical of an urban area
  - ☒ Suburban
  - ☐ Small city or town in a rural area
  - ☐ Rural
  
4.     5     Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
  
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	37	43	<b>80</b>		<b>7</b>			
<b>1</b>	37	51	<b>88</b>		<b>8</b>			
<b>2</b>	49	42	<b>91</b>		<b>9</b>			
<b>3</b>	51	46	<b>97</b>		<b>10</b>			
<b>4</b>	35	36	<b>71</b>		<b>11</b>			
<b>5</b>	39	34	<b>73</b>		<b>12</b>			
<b>6</b>					Other	3	1	4
TOTAL STUDENTS IN THE APPLYING SCHOOL →								504

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>98.4</u>       | % White                          |
| <u>.2</u>         | % Black or African American      |
| <u>.2</u>         | % Hispanic or Latino             |
| <u>1.2</u>        | % Asian/Pacific Islander         |
| <u>          </u> | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 5.5 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	509
(5)	Subtotal in row (3) divided by total in row (4)	.055
(6)	Amount in row (5) multiplied by 100	5.5

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 6 %

31 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4 %  
22 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>3</u> Deafness	<u>4</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>4</u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>    </u>
Classroom teachers	<u>25</u>	<u>    </u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>    </u>
Support staff	<u>2</u>	<u>    </u>
Total number	<u>38</u>	<u>1</u>

12. Average school student-“classroom teacher” ratio: 20
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.1	96.5	96.8	96.4	96.5
Daily teacher attendance	95.0	97.5	95.2	97.2	96.9
Teacher turnover rate	11%	15%	19%	3%	63%*
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

\* A new school was built in our community and a large number of teachers retired or transferred.

### Part III- Summary

Go ahead. Walk in Thrasher Elementary. You'll see it. You'll hear it. You'll feel it. You'll discover all the reasons our children love to come to school.

Thrasher's mission is all about taking in a child, and fostering within that child a love of learning so intense that we assure the world of another life-long learner. How is it done? We feel children are positively affected through connections, challenging content, a celebration of character, and community.

#### Connections

The very first things you'll notice about Thrasher are the obvious connections between teacher and student. Our teachers are more than qualified academically. They possess a sincere love of children and learning that drives them to go above and beyond the call of duty. Students are our first priority, and they know they are valued. Teacher to teacher connections are also apparent. There is a heartfelt respect and appreciation for one another's gifts and talents, and our mentoring program is strong. Connections also exist between administration and teachers. The principal practices shared leadership, empowering the teachers with a sense of ownership for the school. Finally, the teachers share a genuine relationship with our students' families. Parents are active in every classroom and are comfortable approaching the teachers with questions or concerns.

#### Challenging Content

Thrasher possesses very high expectations for teacher and student performance. Teachers acknowledge developmental levels as they develop challenging, but not stressful, curriculum paths for each student. All resources are employed, including specialist teachers, peer and parent tutors, and assistive technology, to ensure that each child is learning to his or her potential. Exceptional education teachers serve special-needs students in inclusionary and pullout programs. Many diverse opportunities are provided for children to excel. These include academic competitions, art contests, essay and poetry contests, athletic competitions, public speaking competitions, and a variety of before and after school enrichment clubs. Field trips are integrated into our curriculum as a way to connect classroom content to real-life learning. Thrasher continues to "raise the bar" for teacher and student performance.

#### *Celebration of Character*

An amazing thing happens at our school every Friday morning. The entire school meets in the cafetorium for an assembly to celebrate character and student achievement. The theme of each assembly is a specific character trait such as courage or respect. Students who demonstrate the character trait are recognized publicly and applauded for their positive behavior. Everything on the agenda, from the guest speakers to the songs sung by our student chorus, emphasizes the importance of making the right kind of choices.

#### Community

How fortunate Thrasher is to be in a community where excellence in education is recognized and applauded! Our community supports the school by providing tutors, helping with student clubs such as the Jr. Garden Club and the Environmental Club, and by generously supplementing our allotted funds through an independent fund-raising campaign. Thrasher's PTA has won awards for its involvement in our school. It's impossible to know just how incredible their impact has been on Thrasher's success.

Did you hear it in the laugh? Can you see it in the smile? Thrasher is about children. Thrasher is about relationships. Thrasher is about making a difference. You are welcome anytime.

#### **Part IV – Question 1**

Thrasher Elementary has established a reputation for high achievement. Parents and community members recognize student body achievement through the use of grades, academic honors, and displays of student work. County and state recognition, however, comes in the form of standardized test scores. Year after year, Thrasher's students score at or near the top of Hamilton County and the state of Tennessee. Norm-referenced testing, or testing that measures students' performance against others in a selected norm group, reports its data in the form of percentiles and normal curve equivalents. Criterion-referenced testing, or testing that compares student's performance to preset standards, reports percents of students scoring in the advanced, proficient, and below proficient ranges.

##### **Norm-referenced testing results:**

National Percentiles compare students' scores with scores of students in a norm group. For example, a student scoring at the 60<sup>th</sup> percentile scored higher than 60 percent of the students in the norm group. A percentile score above 50 indicates above average performance. In 2003, Thrasher's students in grade three scored at the 87<sup>th</sup> percentile in Reading. Fourth graders scored at the 82.9 percentile, and the fifth graders achieved Reading scores at the 88.2 percentile. Clearly, the median, or middle, percentile scores in each grade indicate that Thrasher's students are achieving well above average in Reading. Math scores were even better! Third grade percentile scores indicate a median percentile score of 88.3 in Math. Fourth grade scored at the 85.3 percentile, and fifth grade's math composite score fell at the 94.7 percentile! Math achievement is also well above average.

Normal Curve Equivalents, or NCEs, are provided with norm-referenced tests, and are useful for comparing one test to another. NCEs adjust the percentile scores to be distributed on a normal bell-shaped curve with most scores falling within the average range. 95.8% of Thrasher's students had NCE scores of 40 or above in Reading. In Math, 97.1 % of Thrasher's students scored at 40 or above. (40 is the targeted number set by the State of Tennessee.)

##### **Criterion-referenced testing results:**

Results from Criterion-referenced tests are reported by giving the percentages of students that scored in certain ranges. In 2003, criterion-referenced results were only made available for grades three and five. In third grade Reading, 97% of the students tested scored either in the proficient or the advanced range. (The state's targeted percent is 77.1%.) Third grade Math scores also indicated 97% in the advanced and proficient range. (The state's targeted percent in Math is 72.4%.) Fifth grade reading scores showed 98% performing in the advanced and proficient ranges in Reading and Math. The 2004 test scores will expand the criterion-referenced testing to include fourth grade.

In summary, the school's performance on norm and criterion-referenced assessments qualify Thrasher as being in the top 10 % of schools in the nation. Furthermore, evidence of achievement is noted in related assessments such as the Tennessee State Writing Assessment where 93% of Thrasher's students have scored at levels 4, 5, or 6 on a six-level writing assessment rubric. High expectations for student achievement remain a priority at Thrasher Elementary.

#### Part IV – Question 2

Improving student performance begins with **instructional decisions that are data-based**. Thrasher's primary grades have available a variety of assessment tools that identify levels of performance, and individual strengths and weaknesses. The **STAR Reading** and **STAR Early Literacy programs** provide valuable information on student readiness and achievement as well as providing suggestions for improvement. Teachers design lessons that focus on subskills needing improvement. Parents receive a printed report of their child's progress with tips for helping their child at home. Primary grades also use the **AIMS Web program** to identify at-risk and lower performing students. With early identification, the school support team can plan and implement **intervention strategies** that prevent a student from falling farther behind. All adopted K-5 curriculum materials in every subject area have a **built-in assessment component** that helps teachers understand and track students' progress. Grades three through five also have data available from the Tennessee State Comprehensive Assessment Program (**T-CAP**). Each year at the beginning of school faculty meetings, teachers are given the opportunity to review test data, including objective performance indicators (OPIs) to determine **individual, class, and grade level goals** for the year. Once the individual and grade level goals are set, teachers collaborate between grade levels to determine specific **school-wide goals**. These goals become the focus of our school improvement plan. The school principal has also used data received from student assessment to justify **purchasing and implementing new curriculum** that addresses the specific needs of our school population. Thrasher understands the need for fair assessment, and the importance such assessment has in instructional planning.

#### Part IV - Question 3

Thrasher recognizes the importance of communicating assessment data to students, parents, and community. Teachers **conference individually with students** to discuss results in student-friendly terms. Students are helped to determine individual strengths and weaknesses, and set personal goals for improvement. **Assessment data is shared with parents** through parent conferences, printed reports from software assessment programs, phone calls or e-mail messages, weekly newsletters, report card comments, and messages in assignment books. **Student portfolios** are reviewed frequently with parents. The principal discusses formal testing results with parents every year in a **PTA meeting**. Regularly informing parents of assessment results allows them to become true partners with teachers in their children's education. Community members are kept abreast of Thrasher's assessment results through the **community and city newspapers**. Thrasher and Hamilton County also maintain **websites** where testing information is readily available to community members.

Thrasher also recognizes that student **performance is not limited to scores** on paper/pencil tasks or computer assessments. Thrasher celebrates student performance by **displaying its student work in classrooms, hallways, and area businesses**. **Newspaper articles** highlight student achievement in academics, athletics, and the arts. **Fine art programs** (music programs and art shows) are shared with the school and community throughout the year. **Extracurricular clubs** such as Chess Club, Sign Language Club, and Newspaper Club give opportunities for students to demonstrate gifts and talents to school and community.



#### **Part IV – Question 4**

The Thrasher community believes that success shared is success multiplied. Currently, effective school programs are highlighted via the school **website** and the **community and city newspapers**. Educators from other schools are **invited to observe** instructional methods and materials within our classrooms. This practice has been particularly helpful to beginning teachers in other schools. School faculty members, including related arts teachers, **mentor other professionals** in our school system. Faculty members **lead system-wide inservices** where proven methods are described and demonstrated. Recent inservice topics have included math problem solving, integrated reading instruction, and technology. Thrasher emphasizes the importance of **developing a network of professionals** across the school system by encouraging teachers to join organizations and attend meetings focused on improving education. For example, several Thrasher teachers attend focus meetings with other identified effective teachers to brainstorm ideas and share strategies. Future activities may include the development of a **partnership with a sister school** where faculties can collaborate on a regular basis with the goal of increasing student achievement. Another promising idea is a **teacher-swap day** where faculty members at cooperating schools switch places for a day to observe first hand effective materials and techniques that could be adapted for use at one's own school. The knowledge gained through sharing will continue to help Thrasher grow as an effective school.

## **Part V – Question 1**

The curriculum at Thrasher Elementary is based on meeting or exceeding state and national standards. Our curriculum is child-centered and is implemented with the goal of creating a life-long love of learning in our students.

### ***Reading/Language Arts***

The core of reading instruction focuses on phonemic awareness, decoding, vocabulary, and literal comprehension skills in the early grades and shifts to a concentrated focus on inferential comprehension and higher-order thinking skills in the upper grades. Throughout the grade levels, there is an emphasis on literature and the joy of reading. The integrated language arts curriculum includes spelling, grammar, and oral and written communication skills. The librarian enriches the reading curriculum by teaching research skills and introducing reading reference materials.

### ***Mathematics***

Computation, application, and problem-solving are the core components of the math curriculum. Students are engaged through hands-on activities in every classroom. Through centers in the early grades and math projects in the upper grades, Thrasher's teachers stress the importance of connecting math content to real-life experiences. Technology is utilized to provide more opportunities for students to "experience" math.

### ***Science***

The science curriculum teaches life, earth, and physical science concepts in an atmosphere of inquiry and experimentation. Science instruction is project-based, and encourages the students to work cooperatively to find solutions to real-life situations. A school-wide environmental education program is an example of students working together to address a community concern.

### ***Social Studies***

History, economics, government, and geography are the core components of Thrasher's social studies curriculum. Emphasis is also placed on reading and interpreting maps, charts, tables, and graphs. Website activities, virtual field trips, simulations, and individual and group projects are common ways to engage students in learning.

### ***Foreign Language***

Thrasher students receive one lesson in Spanish every week. Lessons are presented in an active, game-like atmosphere with a focus on basic conversational skills.

### ***Physical Education***

Developing healthy bodies and healthy lifestyles is the focus of Thrasher's physical education program. Physical education and academic goals are integrated to reach students who learn best through a bodily/kinesthetic intelligence. The physical education teacher works not only with large classes, but also with smaller groups of children to focus on motor skills improvement.

### ***Music Education***

Thrasher's music education curriculum focuses on the national standards of creating, performing, and responding to music. The music teacher collaborates with classroom teachers to reinforce academic content. Older students learn to read music and play the recorder.

### ***Art Education***

Creating, expressing, and responding through visual media are the core components of Thrasher's art education curriculum. Weekly art lessons allow students to experiment visually, and include elements of art history and appreciation.

### Part V – Question 2

Thrasher's reading curriculum is a **balanced literacy approach** that incorporates phonics, vocabulary, and comprehension instruction. **McGraw-Hill** is the adopted base curriculum. Included in the adopted program are leveled readers and trade books for **individualized and group instruction**. The reading curriculum was chosen not only for its balanced approach, but also for its inclusion of **remediation and enrichment activities** for students. Reading assessment data indicates that Thrasher students are performing in the top percentage of students in the state. Therefore, the reading program used must **challenge the minds and abilities of the higher-achieving students**. For this reason, Thrasher teachers also supplement the adopted program with additional reading materials. Computer programs such as **Accelerated Reader, Orchard**, and **STAR Reading** allow students to progress in reading at their own level and pace. The school also purchased a **supplemental vocabulary program** that introduces more challenging vocabulary along with **critical thinking skills**. Every grade encourages the reading of literature outside of the stories included in the reading basal. Fifth grade students join a **Newbery Club** where they compete to win group and individual honors by reading award-winning children's novels. A **book club** for third and fourth grade students introduces young readers to literary discussions. **Project-based book reports** are common in grades two through five. Thrasher's librarian works closely with classroom teachers to introduce or enrich **author or genre studies** across grade levels. The reading curriculum reinforces **Thrasher's goal of developing life-long readers**.

### Part V – Question 3

The math curriculum at Thrasher Elementary is based on the adopted curriculum of Everyday Math. **Everyday Math** is a spiraled learning program that offers continuous review, real-life application, and numerous problem-solving opportunities. With a **spiraled curriculum**, students revisit math concepts and have the time necessary to master essential skills. On state assessments, Thrasher students have traditionally been strong in math computation with a relative weakness in problem solving ability. Fortunately, the adopted math program offers **many opportunities for problem-solving practice** in a variety of life situations. Teachers have found that Everyday Math is especially motivating to the advanced math students. To assure that all students have adequate practice and lower-performing students have adequate reteaching experiences, Thrasher **supplements** the adopted program with **daily computation practice, Internet activities, computer math programs, and hands-on math games**. First and second graders benefit from the **Number Corner program** that supplements basic skill instruction. The **Algebraic Equations program** is used in fifth grade to provide students with a concrete foundation to middle school math. Math instruction is also **integrated into the related arts program**. The music and physical education teachers incorporate math goals into their lesson planning, and make math come "alive" with movement and rhythm. Thrasher's **goal is to make math a positive learning experience by adapting and enriching instruction to meet all learning styles**.

#### Part V – Question 4

Thrasher recognizes that students should not be forced to fit a curriculum. Rather, a curriculum must be designed to match each individual child's style of learning. With this in mind, Thrasher teachers employ a **wide variety of instructional methods** to improve student learning. Several classroom teachers and the guidance teacher **assess their students' learning styles** at the beginning of the school year. This brief screening allows instruction to be tailored to individual and classroom needs. Teachers use **hands-on centers, computers, and academic games** to introduce, practice, reteach, and enrich content knowledge. Thrasher's PTA purchased flattop student desks to allow for cooperative activities and classroom games. Teachers encourage **cooperative learning**, and allow for classrooms to be busy (often noisy) places. A **peer-tutoring program** was implemented with older students assisting younger students in an after-school tutorial program. Tutoring by parents and teachers is also available. Within the classroom, each teacher **creates an environment conducive to learning** with meaningful and varying stimuli. Teachers plan the academic year around **thematic units** that incorporate content standards and **integrate curriculum** to make efficient use of class time. Focus is put on **connecting student learning** to prior experience to improve retention. **Graphic organizers** are used to help students organize information for learning. **Team-teaching** within and across, grade levels helps add excitement to student learning and serves to "recharge" teachers. Additional instructional methods include the use of **simulations** and **projects** to actively engage students, and the use of **self-assessment techniques** to allow students the opportunity to critique their own work.

## Part V – Question 5

Thrasher's goal in planning professional development is twofold. First, professional development should be **relevant** to our specific needs as a school. Secondly, professional development should **involve in-house staff**, as appropriate, to allow teachers to learn from each other and discover talents and resources hidden behind classroom doors. As a result of this focus, over the past two years Thrasher has had several **technology inservices** that have acquainted the staff with the mobile computer lab, the boxlight system, PowerPoint, Webquests, and various curricular software programs. These inservices have resulted in an increased use of technological resources, and have improved student learning and assessment record-keeping. Since the inservices were facilitated by five different Thrasher teachers, follow-up sessions were possible which greatly enhanced professional learning. In addition to technology, recent inservices have included **Brain-Based Learning, The Learner-Centered School, Cooperative Learning Strategies, and Data Interpretation**. All but one of these inservice sessions were led entirely by Thrasher teachers. The focus of this professional development was to share strategies that were easily implemented but powerful in their affect on student learning.

Thrasher participates in **countywide professional development** that concentrates on standards implementation, math and science instruction, writing instruction, and technology. Countywide inservices are effective as they allow for the sharing of instructional ideas between teachers of different schools.

Thrasher encourages its teachers to participate in **other local and national workshops**. Recently, teachers have attended the National Math and Science Institute, Character Education Workshops, Southeastern Center for the Creative Arts workshops, Parent Empowerment conference, and the Seattle Technology conference. Obviously, the knowledge and resources that are introduced at a large conference improve teachers' professional expertise. The more professionals learn about the way our students learn, the better we can adapt instruction to meet their individual needs.

## STATE CRITERION- REFERENCED TEST

Grade: 3

Test Tcap, N-13

Subject: Reading

Publisher McGraw Hill, 2003

Number of students in the grade in which the test was administered? 74

Number of students who took the test? 72

Testing Month 2002-2003  
April

### SCHOOL SCORES

% Below Proficient	3%
% Proficient	97%
% Advanced	78%

Number of students tested	72
Percent of total students Tested	97.3
Number of students Excluded	None
Percent of students Excluded	0%

### STATE SCORES

% Below Proficient	20%
% Proficient	80%
% Advanced	31%

The State Of Tennessee has only one year of Criterion-Referenced Test data.

Please note that the above school scores are the scores reported on the Reporting Category Performance Summary from CTB McGraw-Hill. The scores reported on the Tennessee Report Card for Thrasher list 0% Below Proficient, 20% Proficient, and 80% Advanced. We do not know why there is a discrepancy.

## STATE CRITERION- REFERENCED TEST

Grade 3

Test Tcap, N-13

Subject Math

Publisher McGraw Hill, 2003

Number of students in the grade in which the test was administered? 74

Number of students who took the test? 73

Testing Month 2002-2003  
April

### SCHOOL SCORES

% Below Proficient	3%
% Proficient	97%
% Advanced	67%

Number of students tested	73
Percent of total students Tested	98.6
Number of students Excluded	None
Percent of students Excluded	0%

### STATE SCORES

% Below Proficient	21%
% Proficient	79%
% Advanced	31%

The State Of Tennessee has only one year of Criterion-Referenced data.

Please note that the above school scores are the scores reported on the Reporting Category Performance Summary from CTB McGraw-Hill. The scores reported on the Tennessee Report Card for Thrasher list 0% below, 31% proficient and 69% advanced. We do not know why there is a discrepancy.

## STATE CRITERION- REFERENCED TEST

Grade: 5

Test: Tcap, N-15

Subject Reading

Publisher: McGraw Hill, 2003

Number of students in the grade in which the test was administered? 93

Number of students who took the test? 92

Testing Month 2002-2003  
April

### SCHOOL SCORES

% Below Proficient	2%
% Proficient	98%
% Advance	76%

Number of students tested	92
Percent of total students Tested	98.9
Number of students Excluded	None
Percent of students Excluded	0%

### STATE SCORES

% Below Proficient	21%
% Proficient	79%
% Advanced	31%

The State Of Tennessee has only one year of Criterion-Referenced data.

Data on Tennessee Report Card and data on Reporting Category Performance Summary are identical.



## STATE CRITERION- REFERENCED TEST

Grade 5

Test Tcap, N-15

Subject Math

Publisher McGraw Hill, 2003

Number of students in the grade in which the test was administered? 93

Number of students who took the test? 93

Testing Month                      2002-2003  
   April

### **SCHOOL SCORES**

% Below Proficient	2%
% Proficient	98%
% Advanced	80%

Number of students tested	93
Percent of total students Tested	100
Number of students Excluded	None
Percent of students Excluded	0%

### **STATE SCORES**

% Below Proficient	20%
% Proficient	80%
% Advanced	31%

The State Of Tennessee has only one year of Criterion-Referenced data.

Please note that the above school scores are the scores reported on the Reporting Category Performance Summary from CTB McGraw-Hill. The scores on the Tennessee Report Card for Thrasher list 3% Below, 18% Proficient and 79% Advanced. We do not know why there is a discrepancy.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 3

Test Terra Nova

Subject Reading

Publisher CTB/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded from the testing. There were some children absent because of sickness who took only portions of the test.

Scores are reported here as: NCEs

Edition/Publication year	N/2003	M/2002	L/2001	K/2000	B/1999
Testing Month	2002-2003 April	2001-2002 April	2000-2001 April	1999-2000 April	1998-1999 April
<b>SCHOOL SCORES</b>					
Total Score	72.96	72.36	71.10	72.54	70.28
Number of students tested	72	77	83	79	194
Percent of total students Tested	97.3	96	95.4	100	99.5
Number of students Excluded	None	None	None	None	None
Percent of students Excluded	0%	0%	0%	0%	0%

No significant subgroups

The “cutoff score” is the minimum score a school needs to be in the top 10 percent of the schools in the nation that administered a particular test. The CTB/McGraw Hill “cutoff score” for the third grade reading is 64.1

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 3

Test Terra Nova

Subject Math

Publisher CTB/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded from the testing. There were some children absent because of sickness who took only portions of the test.

Scores are reported here as: NCEs

Edition/Publication year	N/2003	M/2002	L/2001	K/2000	B/1999
Testing Month	2002-2003 April	2001-2002 April	2000-2001 April	1999-2000 April	1998-1999 April
<b>SCHOOL SCORES</b>					
Total Score	75.03	72.08	78.65	73.11	66.66
Number of students tested	73	78	82	79	192
Percent of total students	98.6	97.5	94.3	100	98.5
Tested					
Number of students	None	None	None	None	None
Excluded					
Percent of students	0%	0%	0%	0%	0%
Excluded					

No significant subgroups

The “cutoff score” is the minimum score a school needs to be in the top 10 percent of the schools in the nation that administered a particular test. The CTB/McGraw Hill “cutoff score” for third grade math is 64.5.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 4

Test Terra Nova

Subject Reading

Publisher CTB/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded from the testing. There were some children absent because of sickness who took only portions of the test.

Scores are reported here as: NCEs

Edition/Publication year	N/2003	M/2002	L/2001	K/2000	B/1999
Testing Month	2002-2003 April	2001-2002 April	2000-2001 April	1999-2000 April	1998-1999 April
<b>SCHOOL SCORES</b>					
Total Score	71.36	72.93	73.33	67.33	70.31
Number of students tested	74	90	91	90	170
Percent of total students Tested	98.6	100	100	98.9	96.6
Number of students Excluded	None	None	None	None	None
Percent of students Excluded	0%	0%	0%	0%	0%

No significant subgroups

The “cutoff score” is the minimum score a school needs to be in the top 10 percent of the schools in the nation that administered a particular test. The CTB/McGraw Hill “cutoff score” for fourth grade reading is 63.8.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 4

Test: Terra Nova

Subject: Math

Publisher: CTB/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded from the testing. There were some children absent because of sickness who took only portions of the test.

Scores are reported here as: NCEs

Edition/Publication year	N/2003	M/2002	L/2001	K/2000	B/1999
Testing Month	2002-2003 April	2001-2002 April	2000-2001 April	1999-2000 April	1998-1999 April
<b>SCHOOL SCORES</b>					
Total Score	70.85	73.82	77.88	71.73	70.87
Number of students tested	74	90	91	90	170
Percent of total students	98.6	100	100	98.9	96.6
Tested					
Number of students	None	None	None	None	None
Excluded					
Percent of students	0%	0%	0%	0%	0%
Excluded					

No significant subgroups

The “cutoff score” is the minimum score a school needs to be in the top 10 percent of the schools in the nation that administered a particular test. The CTB/McGraw Hill “cutoff score” for fourth grade math is 64.1.

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 5

Test: Terra Nova

Subject: Reading

Publisher: CTB/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded from the testing. There were some children absent because of sickness who took only portions of the test.

Scores are reported here as: NCEs

Edition/Publication year	N/2003	M/2002	L/2001	K/2000	B/1999
Testing Month	2002-2003 April	2001-2002 April	2000-2001 April	1999-2000 April	1998-1999 April
<b>SCHOOL SCORES</b>					
Total Score	74.89	76.64	69.32	74.26	67.85
Number of students tested	93	85*	87	78	194
Percent of total students Tested	100	95.5*	98.7	100	98.5
Number of students Excluded	None	None	None	None	None
Percent of students Excluded	0%	0%	0%	0%	0%

No significant subgroups

\*Only 85 students took parts of the reading tests, but four students did not complete all reading subtests.

The “cutoff score” is the minimum score a school needs to be in the top 10 percent of the schools in the nation that administered a particular test. The CTB/McGraw-Hill “cutoff score” for fifth grade reading is 64.1

## ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 5

Test: Terra Nova

Subject: Math

Publisher: CTB/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed?

No groups were excluded from the testing. There were some children absent because of sickness who took only portions of the test.

Scores are reported here as: NCEs

Edition/Publication year	N/2003	M/2002	L/2001	K/2000	B/1999
Testing Month	2002-2003 April	2001-2002 April	2000-2001 April	1999-2000 April	1998-1999 April
<b>SCHOOL SCORES</b>					
Total Score	79.18	84.45	75.19	75.09	76.82
Number of students tested	92	84*	88	77	194
Percent of total students	98.9	94*	100	98.7	98.5
Tested					
Number of students	None	None	None	None	None
Excluded					
Percent of students	0%	0%	0%	0%	0%
Excluded					

No significant subgroups

Two students took only part of the math tests, but not enough to be included in composite score. They were absent due to illness.

The “cutoff score” is the minimum score a school needs to be in the top 10 percent of the schools in the nation that administered a particular test. The CTB/McGraw-Hill “cutoff score” for fifth grade math is 63.8.